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**ASSIGNMENT BOOKLET**  
SST1150 Social Studies 10-2  
Module 6 Assignment

**FOR STUDENT USE ONLY**

Date Assignment Submitted:

\_\_\_\_\_

Time Spent on Assignment:

\_\_\_\_\_

(If label is missing or incorrect)

Student File Number:

\_\_\_\_\_

Module Number: \_\_\_\_\_

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Assigned

Teacher: \_\_\_\_\_

Assignment

Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

**Student's Questions  
and Comments**

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**Teacher's Comments**

\_\_\_\_\_  
Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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# SOCIAL STUDIES 10-2

## ASSIGNMENT BOOKLET

Learn  veryWare

Module 6: Global Citizenship

we explore

Social Studies 10-2  
 Module 6: Global Citizenship  
 Assignment Booklet  
 ISBN 978-0-7741-3094-3

| This document is intended for |   |
|-------------------------------|---|
| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              |   |
| General Public                |   |
| Other                         |   |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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## MODULE 6 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

### Module 1: Section 1 Inquiry

#### Notebook: Human Rights Survey

This activity may not be evaluated but is required to support your inquiry. Save your human Rights Survey in your Notebook.

|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| All human beings on Earth should be protected by the same fundamental rights and freedoms.   |                   |          |         |       |                |
| Human rights around the world are the responsibility of national governments, not the citizens of other nations.   |                   |          |         |       |                |
| The human rights of all Canadians are well protected under the Canadian Charter of Rights and Freedoms.  |                   |          |         |       |                |
| The rights and freedoms that people expect are based on their religious and cultural beliefs and should not be protected by one universal set of laws.                 |                   |          |         |       |                |
| Most people around the world experience a high level of human rights.  |                   |          |         |       |                |
| It's impossible to be happy if you don't have human rights.  |                   |          |         |       |                |
| The right to own property and not have it taken away is a fundamental human right.   |                   |          |         |       |                |
| There is nothing I or any regular person can do about human rights abuses in other nations.  |                   |          |         |       |                |
| Democracies tend to have far fewer human rights violations than dictatorships.   |                   |          |         |       |                |
| Countries that allow serious human rights abuses to take place should be severely dealt with by the international community, no matter how rich and powerful they are. |                   |          |         |       |                |

Module 1: Section 1: Lesson 1: Explore 1

Notebook: Quality of Life Indicators

Look at the listed indicators of a good life. Which ones matter the most to you? You may add to the list. Select your top five and list them in order of importance, providing reasons for your rating.

- friends
- money
- respect
- family life
- clean water
- personal safety
- a sense of hope
- emotional security
- access to education
- a good place to live
- nutritious food to eat
- affordable health care
- freedom to act on your own beliefs
- freedom to make your own choices
- parents or other adults who care about you
- freedom to practise your chosen religion or spirituality

This activity may not be evaluated but is required to support your inquiry. Save your Quality of Life Indicators chart in your Notebook.

| Rank | Indicator | Reasons to Support Your Ranking |
|------|-----------|---------------------------------|
| 1.   |           |                                 |
| 2.   |           |                                 |
| 3.   |           |                                 |
| 4.   |           |                                 |
| 5.   |           |                                 |

**Scoring Criteria: Quality of Life Indicators**

|                   | Defense of Position<br>5 marks   |
|-------------------|--|
| 5<br>Excellent    | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies knowledge</li> </ul>                           |
| 4<br>Proficient   | <p>You have. . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more sound</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> <li>shown a <b>clear understanding</b> of social studies knowledge</li> </ul>                            |
| 3<br>Satisfactory | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more straightforward</b> arguments</li> <li>given evidence that is <b>general or partially undeveloped</b></li> <li>shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul>      |
| 2<br>Limited      | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>superficial or unconvincing</b> arguments</li> <li>given evidence that is <b>overgeneralized or irrelevant</b></li> <li>shown a <b>confused understanding</b> of social studies knowledge</li> </ul>            |
| 1<br>Poor         | <p>You have . . .</p> <ul style="list-style-type: none"> <li>provided a position that is hard to determine and made little attempt to defend it</li> <li>given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>shown almost no <b>understanding</b> of social studies knowledge</li> </ul> |
| Score             |  |

Module 1: Section 1: Lesson 1: Explore 3

Notebook: What Rights?

Rate the following rights and freedoms, and then rank order them according to their importance.

Rate each of the following human rights on a scale of 1 to 5, with 5 being very important and 1 being unimportant.

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| freedom of conscience and religion   |   |   |   |   |   |
| freedom of expression  |   |   |   |   |   |
| freedom to meet with the people you want                                   |   |   |   |   |   |
| freedom to gather in large groups  |   |   |   |   |   |
| the right to participate in a democracy                                    |   |   |   |   |   |
| the right to own property  |   |   |   |   |   |
| the right to be protected from extreme poverty                             |   |   |   |   |   |
| the right to work  |   |   |   |   |   |
| the right to an education  |   |   |   |   |   |
| the right to move around freely  |   |   |   |   |   |
| the right to equal treatment, regardless of race, religion, age, or gender |   |   |   |   |   |
| the right to speak and learn your own language                             |   |   |   |   |   |
| the right to be protected under the law                                    |   |   |   |   |   |
| other rights (Write them down.)  |   |   |   |   |   |



Now select the five most important fundamental human rights from the list above. Think about things that would seriously cause a negative effect on your life if you didn't have them.

| Rank | Right | Reasons for Ranking |
|------|-------|---------------------|
| 1    |       |                     |
| 2    |       |                     |
| 3    |       |                     |
| 4    |       |                     |
| 5    |       |                     |

Now that you have thought about what rights matter, can a person have a good quality of life without human rights?

Scoring Criteria: What Rights?

|                   | Defense of Position<br>5 marks  |
|-------------------|---|
| 5<br>Excellent    | <p>You have . . .</p> <ul style="list-style-type: none"><li>supported your position with <b>one or more convincing</b> arguments</li><li>given evidence that is <b>specific and accurate</b></li><li>shown a <b>strong understanding</b> of social studies knowledge</li></ul>                      |
| 4<br>Proficient   | <p>You have . . .</p> <ul style="list-style-type: none"><li>supported your position with <b>one or more sound</b> arguments</li><li>given evidence that is <b>relevant and mostly correct</b></li><li>shown a <b>clear understanding</b> of social studies knowledge</li></ul>                      |
| 3<br>Satisfactory | <p>You have . . .</p> <ul style="list-style-type: none"><li>supported your position with <b>one or more straightforward</b> arguments</li><li>given evidence that is <b>general or partially undeveloped</b></li><li>shown an acceptable <b>understanding</b> of social studies knowledge</li></ul> |

|              |   |
|--------------|---|
| 2<br>Limited | You have . . . <ul style="list-style-type: none"><li>supported your position with <b>superficial or unconvincing arguments</b></li><li>given evidence that is <b>overgeneralized or irrelevant</b></li><li>shown a <b>confused understanding</b> of social studies knowledge</li></ul>            |
| 1<br>Poor    | You have . . . <ul style="list-style-type: none"><li>provided a position that is hard to determine and made little attempt to defend it</li><li>given <b>no evidence</b> or evidence that is <b>irrelevant</b></li><li>shown almost no <b>understanding</b> of social studies knowledge</li></ul> |
| Score        |   |

Module 1: Section 1: Lesson 2: Explore 3

Notebook: Judging Quality of Life Chart

Select your top five Quality of Life Indicators from the Assignment in Lesson 1. Enter each one into the Factor column on the chart. Find evidence from each of the readings to determine whether the factor was missing or present. This will help you assess the quality of life of the profiled people for the Section Challenge.

This activity may not be evaluated but is required to support your inquiry. Save your Judging Quality of Life charts in your Notebook.

Emma

| Factor | Evidence that the factor is missing | Evidence that the factor is present | Score                     |
|--------|-------------------------------------|-------------------------------------|---------------------------|
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |

|  |  |  |                           |
|--|--|--|---------------------------|
|  |  |  | -2<br>-1<br>0<br>+1<br>+2 |
|  |  |  | -2<br>-1<br>0<br>+1<br>+2 |

José

| Factor | Evidence that the factor is missing | Evidence that the factor is present | Score                     |
|--------|-------------------------------------|-------------------------------------|---------------------------|
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |
|        |                                     |                                     | -2<br>-1<br>0<br>+1<br>+2 |



### Scoring Criteria: Judging Quality of Life Chart

|                   | Defense of Position<br>5 marks   |
|-------------------|--|
| 5<br>Excellent    | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies knowledge</li> </ul>                           |
| 4<br>Proficient   | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more sound</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> <li>shown a <b>clear understanding</b> of social studies knowledge</li> </ul>                           |
| 3<br>Satisfactory | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>one or more straightforward</b> arguments</li> <li>given evidence that is <b>general or partially undeveloped</b></li> <li>shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul>      |
| 2<br>Limited      | <p>You have . . .</p> <ul style="list-style-type: none"> <li>supported your position with <b>superficial or unconvincing</b> arguments</li> <li>given evidence that is <b>overgeneralized or irrelevant</b></li> <li>shown a <b>confused understanding</b> of social studies knowledge</li> </ul>            |
| 1<br>Poor         | <p>You have . . .</p> <ul style="list-style-type: none"> <li>provided a position that is hard to determine and made little attempt to defend it</li> <li>given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>shown almost no <b>understanding</b> of social studies knowledge</li> </ul> |
| Score             |  |



Module 1: Section 1: Lesson 3: Explore 1

Notebook: Assessing for Bias

After you have read textbook page 343, complete the following chart.

This activity may not be evaluated but is required to support your inquiry. Save your Assessing for Bias chart in your Notebook.

| Purpose of Article   |  |
|--|--|
| The author's main message is . . .                                       |  |
| I found the following evidence that supports the author's view:          |  |
| Is the language used designed to sway my opinion? (Write down examples.) |  |
| Do I need more information to evaluate the author's view?                |  |
| Is the article biased, according to my assessment?                       |  |

Module 1: Section 1 Challenge

Gauging Quality of Life

Complete the following analysis of overall quality of life of the two young people you met in the selected readings.

|      | Positive Features | Negative Features |
|------|-------------------|-------------------|
| José |                   |                   |
| Emma |                   |                   |

I conclude that \_\_\_\_\_ has the better quality of life.

Review your responses to the following two activities in the Assignment Booklet:

- Lesson 1 Assignment: Quality of Life Indicators
- Lesson 2 Assignment: Judging Quality of Life Chart

Use the information from the two activities and the chart above to explain, in a well-written paragraph, which of the two young people has the better quality of life and why.

There is more room for your response on the following page.

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Scoring Criteria: Gauging Quality of Life

|                 | Interpretation of Sources<br>10 marks   | Defense of Position<br>10 marks  | Communication<br>5 marks  |
|-----------------|---|--|---|
| 5<br>Excellent  | <p>You have . . .</p> <ul style="list-style-type: none"><li>• interpreted the source <b>insightfully</b> and <b>comprehensively</b></li><li>• used evidence that is <b>specific and accurate</b></li><li>• shown a <b>strong understanding</b> of social studies issues</li></ul> | <p>You have . . .</p> <ul style="list-style-type: none"><li>• supported your position with <b>one or more convincing</b> arguments</li><li>• given evidence that is <b>specific and accurate</b></li><li>• shown a <b>strong understanding</b> of social studies knowledge</li></ul> | <p>You have . . .</p> <ul style="list-style-type: none"><li>• written in a <b>fluent and highly organized</b> way</li><li>• used vocabulary that is <b>precise and effective</b></li><li>• shown <b>confident writing skills</b> with very few errors</li></ul> |
| 4<br>Proficient | <p>You have . . .</p> <ul style="list-style-type: none"><li>• interpreted the source <b>specifically and accurately</b></li><li>• used evidence that is <b>relevant and appropriate</b></li><li>• shown a <b>clear understanding</b> of social studies issues</li></ul>           | <p>You have . . .</p> <ul style="list-style-type: none"><li>• supported your position with <b>one or more sound</b> arguments</li><li>• given evidence that is <b>relevant and mostly correct</b></li><li>• shown a <b>clear understanding</b> of social studies knowledge</li></ul> | <p>You have . . .</p> <ul style="list-style-type: none"><li>• written in a <b>clear and well organized</b> way</li><li>• used <b>accurate and appropriate</b> vocabulary</li><li>• shown <b>good writing skills</b> with few errors</li></ul>                   |

|                                     |   |  |   |
|-------------------------------------|---|--|---|
| <p>3</p> <p><b>Satisfactory</b></p> | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>adequately</b> with some possible minor misconceptions</li> <li>• used evidence that is <b>relevant but possibly incomplete</b></li> <li>• shown an acceptable <b>understanding</b> of social studies issues</li> </ul>  | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>one or more straightforward arguments</b></li> <li>• given evidence that is <b>general or partially undeveloped</b></li> <li>• shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul>      | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• written in a <b>generally clear and organized</b> way.</li> <li>• used <b>generally adequate</b> vocabulary</li> <li>• shown <b>some writing errors</b> that did not interfere with your message</li> </ul>  |
| <p>2</p> <p><b>Limited</b></p>      | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>in an overgeneralized way</b> with some <b>substantial misconceptions</b></li> <li>• used evidence that is <b>superficial, irrelevant, and possibly contains significant errors</b></li> <li>• shown a <b>confused understanding</b> of social studies issues</li> </ul> | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>superficial or unconvincing arguments</b></li> <li>• given evidence that is <b>overgeneralized or irrelevant</b></li> <li>• shown a <b>confused understanding</b> of social studies knowledge</li> </ul>            | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• written in an <b>incomplete</b> way with <b>some organization</b></li> <li>• used <b>inappropriate or inaccurate</b> vocabulary</li> <li>• shown a <b>lack of strong writing skills</b>, with <b>some errors</b> that interfered with what you were trying to say</li> </ul> |
| <p>1</p> <p><b>Poor</b></p>         | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>incorrectly</b> with <b>significant errors</b></li> <li>• used <b>little or no evidence</b>, or evidence that is <b>irrelevant or superficial</b></li> <li>• shown almost no <b>understanding</b> of social studies issues</li> </ul>                                    | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• provided a position that is hard to determine and made little attempt to defend it</li> <li>• given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>• shown almost no <b>understanding</b> of social studies knowledge</li> </ul> | <p>You have . . .</p> <ul style="list-style-type: none"> <li>• written <b>unclearly</b> with a <b>lack of organization</b></li> <li>• used <b>inappropriate and frequently incorrect</b> vocabulary</li> <li>• shown <b>limited communication skills</b>, with <b>many errors</b> that interfered with your message</li> </ul>              |
| <p><b>Score</b></p>                 | <p>(×2)</p>   | <p>(×2)</p>  |   |



## Module 1: Section 2 Inquiry

### Notebook: Citizenship Checklist

How should people demonstrate their citizenship? Complete the activity by checking off all the actions in which you have participated. Then, make some additional suggestions.

This activity may not be evaluated but is required to support your inquiry. Save your Citizenship Checklist in your Notebook.

| X                        | Number | Activity  |
|--------------------------|--------|---|
| <input type="checkbox"/> | 1.     | trading places with someone for a day                     |
| <input type="checkbox"/> | 2.     | asking my grandma to show me her photo album              |
| <input type="checkbox"/> | 3.     | joining a responsible group on Facebook                   |
| <input type="checkbox"/> | 4.     | subscribing to an environmental magazine                  |
| <input type="checkbox"/> | 5.     | visiting a Canadian war memorial                          |
| <input type="checkbox"/> | 6.     | finding out what my legal rights and responsibilities are |
| <input type="checkbox"/> | 7.     | connecting with people from other generations             |
| <input type="checkbox"/> | 8.     | listening to a homeless person                            |
| <input type="checkbox"/> | 9.     | asking questions  |
| <input type="checkbox"/> | 10.    | reading the labels on my clothes                          |
| <input type="checkbox"/> | 11.    | travelling  |
| <input type="checkbox"/> | 12.    | e-mailing for more information                            |
| <input type="checkbox"/> | 13.    | reading a novel from another country                      |
| <input type="checkbox"/> | 14.    | going to a round dance                                    |
| <input type="checkbox"/> | 15.    | doing research in the library or over the Internet        |
| <input type="checkbox"/> | 16.    | finding out where my bank invests                         |
| <input type="checkbox"/> | 17.    | respectfully attending a different place of worship       |
| <input type="checkbox"/> | 18.    | finding out what my government is doing                   |
| <input type="checkbox"/> | 19.    | visiting a clear-cut logging site                         |
| <input type="checkbox"/> | 20.    | learning to speak another language                        |
| <input type="checkbox"/> | 21.    | touring a waste-management site                           |

|                          |     |   |
|--------------------------|-----|---|
| <input type="checkbox"/> | 22. | phoning knowledgeable people and asking for information         |
| <input type="checkbox"/> | 23. | spending a typical day with someone from a different background |
| <input type="checkbox"/> | 24. | talking to someone new  |
| <input type="checkbox"/> | 25. | visiting an animal shelter                                      |
| <input type="checkbox"/> | 26. | conducting a survey   |
| <input type="checkbox"/> | 27. | finding out where my donated money goes                         |
| <input type="checkbox"/> | 28. | exploring another world through reading or imaginative writing  |
| <input type="checkbox"/> | 29. | finding out where my food comes from                            |
| <input type="checkbox"/> | 30. | making CBC my homepage  |
| <input type="checkbox"/> | 31. | learning about working conditions of people who made my clothes |
| <input type="checkbox"/> | 32. | paying attention to the news                                    |
| <input type="checkbox"/> | 33. | watching a relevant movie                                       |
| <input type="checkbox"/> | 34. | visiting an immigrant drop-in centre                            |
| <input type="checkbox"/> | 36. | learning about Canadian history                                 |
| <input type="checkbox"/> | 36. | joining an organization   |
| <input type="checkbox"/> | 37. | being a friend  |
| <input type="checkbox"/> | 38. | attending a Remembrance Day service                             |
| <input type="checkbox"/> | 39. | talking to people in my neighborhood about common concerns      |
| <input type="checkbox"/> | 40. | joining a political party                                       |
| <input type="checkbox"/> | 41. | attending a citizenship ceremony                                |
| <input type="checkbox"/> | 42. | answering a telephone poll                                      |
| <input type="checkbox"/> | 43. | attending my school council meetings                            |
| <input type="checkbox"/> | 44. | telling someone about what I have learned                       |
| <input type="checkbox"/> | 45. | celebrating Canada Day  |
| <input type="checkbox"/> | 46. | writing to someone who has inspired me                          |
| <input type="checkbox"/> | 47. | wearing a T-shirt stating my political beliefs                  |
| <input type="checkbox"/> | 48. | attending a city or town council meeting                        |
| <input type="checkbox"/> | 49. | teaching a child about an issue                                 |

|                          |     |   |
|--------------------------|-----|---|
| <input type="checkbox"/> | 50. | attending a public meeting  |
| <input type="checkbox"/> | 51. | participating in a debate   |
| <input type="checkbox"/> | 52. | starting my own blog  |
| <input type="checkbox"/> | 53. | reading to a shut-in  |
| <input type="checkbox"/> | 54. | speaking out  |
| <input type="checkbox"/> | 55. | giving a bus ticket to someone who needs it                       |
| <input type="checkbox"/> | 56. | inviting someone to join my family for a meal or event            |
| <input type="checkbox"/> | 57. | thanking someone  |
| <input type="checkbox"/> | 58. | participating in an online forum                                  |
| <input type="checkbox"/> | 59. | writing a letter to the editor of my local paper                  |
| <input type="checkbox"/> | 60. | writing a letter to my town council, MLA, MP, or a business owner |
| <input type="checkbox"/> | 61. | forwarding an online news story to someone else                   |
| <input type="checkbox"/> | 62. | reading the newspaper on a regular basis                          |
| <input type="checkbox"/> | 63. | raising a Canadian flag on my property                            |
| <input type="checkbox"/> | 64. | creating a poster   |
| <input type="checkbox"/> | 65. | helping a senior citizen across the street or with errands        |
| <input type="checkbox"/> | 66. | making a political cartoon  |
| <input type="checkbox"/> | 67. | signing a petition  |
| <input type="checkbox"/> | 68. | encouraging people to tell me what they know                      |
| <input type="checkbox"/> | 69. | bringing food to a homeless person                                |
| <input type="checkbox"/> | 70. | telling people what I believe and why                             |
| <input type="checkbox"/> | 71. | donating my old clothing  |
| <input type="checkbox"/> | 72. | welcoming newcomers to my community                               |
| <input type="checkbox"/> | 73. | taking part in student government                                 |
| <input type="checkbox"/> | 74. | writing a letter on behalf of a prisoner of conscience            |
| <input type="checkbox"/> | 75. | taking a leadership role in an organization                       |
| <input type="checkbox"/> | 76. | helping my brother or sister with homework                        |
| <input type="checkbox"/> | 77. | insisting that my voice be heard                                  |

|                          |      |   |
|--------------------------|------|---|
| <input type="checkbox"/> | 78.  | putting the interests of others before my own       |
| <input type="checkbox"/> | 79.  | forming my own action committee                     |
| <input type="checkbox"/> | 80.  | participating in a benefit concert                  |
| <input type="checkbox"/> | 81.  | obeying the law                                     |
| <input type="checkbox"/> | 82.  | supporting parks and wilderness                     |
| <input type="checkbox"/> | 83.  | serving in a public office                          |
| <input type="checkbox"/> | 84.  | creating a petition for change                      |
| <input type="checkbox"/> | 85.  | counselling at summer camp                          |
| <input type="checkbox"/> | 86.  | defending my way of life                            |
| <input type="checkbox"/> | 87.  | becoming a news reporter                            |
| <input type="checkbox"/> | 88.  | singing "O Canada"                                  |
| <input type="checkbox"/> | 89.  | attending a peaceful demonstration                  |
| <input type="checkbox"/> | 90.  | joining a development project in the third world    |
| <input type="checkbox"/> | 92.  | shaving my head for charity                         |
| <input type="checkbox"/> | 92.  | lobbying my own government for change               |
| <input type="checkbox"/> | 93.  | packing a shoebox gift for a needy child            |
| <input type="checkbox"/> | 94.  | helping clean up my neighborhood                    |
| <input type="checkbox"/> | 95.  | shopping responsibly                                |
| <input type="checkbox"/> | 96.  | investing ethically                                 |
| <input type="checkbox"/> | 97.  | donating to charity                                 |
| <input type="checkbox"/> | 98.  | working for a non-profit organization               |
| <input type="checkbox"/> | 99.  | becoming a teacher of a skill I have                |
| <input type="checkbox"/> | 100. | wearing a poppy                                     |
| <input type="checkbox"/> | 101. | voting  |
| <input type="checkbox"/> | 102. | helping a child read                                |
| <input type="checkbox"/> | 103. | speaking out against injustice in my school         |
| <input type="checkbox"/> | 104. | serving sustainably grown coffee and explaining why |
| <input type="checkbox"/> | 105. | reducing my energy consumption                      |



|                          |             |   |
|--------------------------|-------------|---|
| <input type="checkbox"/> | <b>106.</b> | creating an informed video and showing it to others           |
| <input type="checkbox"/> | <b>107.</b> | learning first aid skills                                     |
| <input type="checkbox"/> | <b>108.</b> | starting my own fair trade business                           |
| <input type="checkbox"/> | <b>109.</b> | slowing down when I drive                                     |
| <input type="checkbox"/> | <b>110.</b> | creating and uploading a podcast                              |
| <input type="checkbox"/> | <b>111.</b> | running a school lunch program                                |
| <input type="checkbox"/> | <b>112.</b> | declining plastic bags  |
| <input type="checkbox"/> | <b>113.</b> | lobbying for the political candidate that represents my views |
| <input type="checkbox"/> | <b>114.</b> | turning down the heat or using less water                     |
| <input type="checkbox"/> | <b>115.</b> | taking public transit   |
| <input type="checkbox"/> | <b>116.</b> | planting a tree   |
| <input type="checkbox"/> | <b>117.</b> | car pooling   |
| <input type="checkbox"/> | <b>118.</b> | donating my newspaper when I am on vacation                   |
| <input type="checkbox"/> | <b>119.</b> | getting in shape  |
| <input type="checkbox"/> | <b>120.</b> | creating a public-service announcement                        |
| <input type="checkbox"/> | <b>121.</b> | buying “green” products                                       |
| <input type="checkbox"/> | <b>122.</b> | helping a neighbour   |
| <input type="checkbox"/> | <b>123.</b> | joining Students Against Drunk Driving                        |
| <input type="checkbox"/> | <b>124.</b> | buying from craft co-ops instead of corporations              |
| <input type="checkbox"/> | <b>125.</b> | using both sides sheets of paper                              |
| <input type="checkbox"/> | <b>126.</b> | using donations for Christmas presents                        |
| <input type="checkbox"/> | <b>127.</b> | walking to support cancer research or another cause           |
| <input type="checkbox"/> | <b>128.</b> | buying directly from a producer                               |
| <input type="checkbox"/> | <b>129.</b> | working or volunteering at a drop-in centre                   |
| <input type="checkbox"/> | <b>130.</b> | boycotting irresponsible corporations                         |
| <input type="checkbox"/> | <b>131.</b> | fundraising for a family in need                              |
| <input type="checkbox"/> | <b>132.</b> | helping an elderly person with daily tasks                    |
| <input type="checkbox"/> | <b>133.</b> | recycling   |

|                          |             |   |
|--------------------------|-------------|---|
| <input type="checkbox"/> | <b>134.</b> | working in an orphanage in another country                                      |
| <input type="checkbox"/> | <b>135.</b> | accepting a foster child into my home   |
| <input type="checkbox"/> | <b>136.</b> | convincing my school to sell clothing that has not been produced in a sweatshop |
| <input type="checkbox"/> | <b>137.</b> | shopping locally  |
| <input type="checkbox"/> | <b>138.</b> | returning a lost pet to its owner   |
| <input type="checkbox"/> | <b>139.</b> | volunteering at Big Brothers or Big Sisters                                     |
| <input type="checkbox"/> | <b>140.</b> | supporting literacy   |
| <input type="checkbox"/> | <b>141.</b> | volunteering to work at an election   |
| <input type="checkbox"/> | <b>142.</b> | helping people without cars get out to vote                                     |
| <input type="checkbox"/> | <b>143.</b> | taking a kid to a hockey game   |
| <input type="checkbox"/> | <b>144.</b> | blowing the whistle on bullies  |
| <input type="checkbox"/> | <b>145.</b> | buying organic  |
| <input type="checkbox"/> | <b>146.</b> | helping my workplace or school develop a lights-off policy                      |
| <input type="checkbox"/> | <b>147.</b> | driving a senior to medical appointments  |
| <input type="checkbox"/> | <b>148.</b> | sharing what I have learned with others   |
| <input type="checkbox"/> | <b>149.</b> | passing this list on to someone else  |
| <input type="checkbox"/> | <b>150.</b> | What else?  |

Module 1: Section 2: Lesson 1: Explore 1

Notebook: Canadian Responsibilities

After reading “Voices” on textbook page 340, complete the following chart.

This activity may not be evaluated but is required to support your inquiry. Save your Canadian Responsibilities chart in your Notebook.

|                              | Summarize the Area of Responsibility | Agree Scale 1 to 5* | Reasons for Your Rating (Point Form) |
|------------------------------|--------------------------------------|---------------------|--------------------------------------|
| Responsibility to Protect    |                                      |                     |                                      |
| Responsibility to Deny       |                                      |                     |                                      |
| Responsibility to Respect    |                                      |                     |                                      |
| Responsibility to Build      |                                      |                     |                                      |
| Responsibility to the Future |                                      |                     |                                      |


\*5 = strongly agree, 4 = agree, 3 = neutral or no opinion, 2 = disagree, 1 = strongly disagree



### Scoring Criteria for Canadian Responsibilities

|                                     | Interpretation of Sources<br>10 marks  | Defence of Position<br>10 marks  |
|-------------------------------------|--|--|
| <b>5</b><br><br><b>Excellent</b>    | You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>insightfully and comprehensively</b></li> <li>used evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies issues</li> </ul>  | You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more convincing</b> arguments</li> <li>given evidence that is <b>specific and accurate</b></li> <li>shown a <b>strong understanding</b> of social studies knowledge</li> </ul>                      |
| <b>4</b><br><br><b>Proficient</b>   | You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>specifically and accurately</b></li> <li>used evidence that is <b>relevant and appropriate</b></li> <li>shown a <b>clear understanding</b> of social studies issues</li> </ul>   | You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more sound</b> arguments</li> <li>given evidence that is <b>relevant and mostly correct</b></li> <li>shown a <b>clear understanding</b> of social studies knowledge</li> </ul>                      |
| <b>3</b><br><br><b>Satisfactory</b> | You have . . . <ul style="list-style-type: none"> <li>interpreted the source <b>adequately</b> with some possible minor misconceptions</li> <li>used evidence that is <b>relevant but possibly incomplete</b></li> <li>shown an acceptable <b>understanding</b> of social studies issues</li> </ul>  | You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>one or more straightforward</b> arguments</li> <li>given evidence that is <b>general or partially undeveloped</b></li> <li>shown an acceptable <b>understanding</b> of social studies knowledge</li> </ul> |
| <b>2</b><br><br><b>Limited</b>      | You have . . . <ul style="list-style-type: none"> <li>interpreted the source in an <b>overgeneralized way</b> with some <b>substantial misconceptions</b></li> <li>used evidence that is <b>superficial, irrelevant, and possibly contains significant errors</b></li> <li>shown a <b>confused understanding</b> of social studies issues</li> </ul> | You have . . . <ul style="list-style-type: none"> <li>supported your position with <b>superficial or unconvincing</b> arguments</li> <li>given evidence that is <b>overgeneralized or irrelevant</b></li> <li>shown a <b>confused understanding</b> of social studies knowledge</li> </ul>       |



|   |  |  |
|---|--|--|
|  <p>1<br/>Poor</p> | <p>You have ...</p> <ul style="list-style-type: none"> <li>interpreted the source <b>incorrectly</b> with <b>significant errors</b></li> <li>used <b>little or no evidence</b>, or evidence that is <b>irrelevant or superficial</b></li> <li>shown <b>almost no understanding</b> of social studies issues</li> </ul> | <p>You have ...</p> <ul style="list-style-type: none"> <li>provided a position that is <b>hard to determine</b> and made <b>little attempt to defend it</b></li> <li>given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>shown <b>almost no understanding</b> of social studies knowledge</li> </ul> |
|   | Score (×2)   | Score (×2)   |

## Module 1: Section 2: Lesson 1: Explore 4

## Journal: Global Me

How do my connections to people around the world influence who I am and how I live out my life in the “global village”?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

**There is more room for your response on the following page.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

## Module 1: Section 2: Lesson 2: Get Focused

### Notebook: Action and Activism Survey

Complete the questions below and reflect on your responses.

This activity may not be evaluated but is required to support your inquiry. Save your Action and Activism Survey in your Notebook.

#### Part A—To what extent are people justified in taking part in the following actions?

|  | Strongly Agree | Agree | Neutral or No opinion | Disagree | Strongly Disagree |
|--|----------------|-------|-----------------------|----------|-------------------|
| Voting for the candidate of their choice   |                |       |                       |          |                   |
| Lobbying the government for greater justice  |                |       |                       |          |                   |
| Participating in peaceful demonstrations to bring about greater justice in their own country |                |       |                       |          |                   |
| Participating in peaceful demonstrations to bring about greater justice in another country   |                |       |                       |          |                   |
| Shopping responsibly   |                |       |                       |          |                   |
| Reducing their environmental footprint   |                |       |                       |          |                   |
| Participating in peaceful demonstrations to support environmental stewardship                |                |       |                       |          |                   |

#### Part B—How often are the following actions justified?

|  | Always | Regularly | Sometimes | Rarely | Never |
|--|--------|-----------|-----------|--------|-------|
| Large peaceful demonstrations about important global issues with no property damage or personal injury |        |           |           |        |       |
| Consumer boycotts against corporations that harm the   |        |           |           |        |       |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| environment   |  |  |  |  |  |
| Consumer boycotts against corporations that mistreat their workers          |  |  |  |  |  |
| Vandalism against corporations that exploit workers or harm the environment |  |  |  |  |  |
| Vandalism against corporations that exploit workers or harm the environment |  |  |  |  |  |
| Violent or illegal action by people in a democratic country                 |  |  |  |  |  |
| Violent or illegal action by people in a non-democratic country             |  |  |  |  |  |

Part C—To what extent do you agree with the following statements?

|  |                |       |                       |          |                   |
|--|----------------|-------|-----------------------|----------|-------------------|
|  | Strongly Agree | Agree | Neutral or No opinion | Disagree | Strongly Disagree |
| Peaceful protest is useful in bringing about change. |                |       |                       |          |                   |
| Voting is useful in bringing about change.           |                |       |                       |          |                   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| Consumer action is useful in bringing about change.  |  |  |  |  |  |
| Violent protest is sometimes necessary to bring about justice in totalitarian regimes.         |  |  |  |  |  |
| Individuals, alone or in large groups, have the power to bring about change in global affairs. |  |  |  |  |  |
| Only governments can bring about change in global affairs.                                     |  |  |  |  |  |
| Only large companies have the power to bring about change in global affairs.                   |  |  |  |  |  |

Reflect on your responses. What do you believe about citizen action and activism?

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[illegible]

## Module 1: Section 2: Lesson 4: Explore 3

### Journal: Identify an Issue

Identify a global issue where local action might create positive change. Explain why this issue is important to you and to the global community.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. Post a copy of the response to your Blog or save it in your journal.

[illegible]

**There is more room for your response on the following page.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Notebook: Local Opportunities**

Evaluate the roles of individuals, organizations, corporations, and government in finding solutions. Remember that in a global village everyone has a role to play. Who has the power to make change? What kinds of action could be taken? Identify someone to whom you can address your concerns.

This activity may not be evaluated but is required to support your inquiry. Save your Local Opportunities chart in your Notebook.

|                              | Rate the Power<br>to Make Change<br>0 to 3 | Reasons to Support Your Rating |
|------------------------------|--|--------------------------------|
| Individuals (name)           |  |                                |
| Local Retailer               |  |                                |
| Local Organization           |  |                                |
| Local Government<br>Official |  |                                |
| Provincial Official          |  |                                |
| Federal Official             |  |                                |
| Corporate<br>Representative  |  |                                |

0 = no responsibility; 1 = limited responsibility; 2 = somewhat responsible; 3 = highly responsible



**Scoring Criteria: Local Opportunities**

| Rating chart must offer relevant and convincing evidence for each of the identified criteria. |  |
|---|--|
| The student . . .   |  |
| <b>5<br/>Excellent</b>  | <ul style="list-style-type: none"> <li>identifies clearly alternative solutions</li> <li>offers several relevant and important pieces of evidence</li> <li>provides evidence that strongly supports the rating provided</li> </ul>   |
| <b>4<br/>Proficient</b>   | <ul style="list-style-type: none"> <li>identifies most of the possible alternative solutions</li> <li>offers evidence that is clear and competent</li> <li>provides evidence that mostly supports the rating provided</li> </ul>   |
| <b>3<br/>Satisfactory</b>   | <ul style="list-style-type: none"> <li>identifies some alternative solutions</li> <li>offers evidence that is straightforward, conventional, and generally clear</li> <li>provides evidence that supports the rating to some extent, but is not always convincing</li> </ul> |
| <b>2<br/>Limited</b>  | <ul style="list-style-type: none"> <li>identifies few realistic solutions</li> <li>offers evidence that is incomplete or lacks depth</li> <li>provides little evidence to support the rating</li> </ul>  |
| <b>1<br/>Poor</b>   | <ul style="list-style-type: none"> <li>identifies no realistic solutions</li> <li>offers little relevant evidence for each factor, or evidence is disjointed, vague, or inaccurate</li> <li>provides evidence that does not support the rating</li> </ul>                    |
| <b>Score:</b><br><br>_____/5  | <b>Comments:</b>   |

**Notebook: Evaluating Action**

Rate the value of the possible solutions you identified in the Local Opportunities activity in terms of **effectiveness**, **efficiency**, and **practicality**. Provide supporting evidence. After evaluating at least two possible strategies, recommend action.

This activity may not be evaluated but is required to support your inquiry. Save your Evaluating Action chart in your Notebook.

|                       | Effective<br>(leads to<br>change) | Efficient<br>(strong<br>benefits<br>for effort<br>required) | Practical<br>(can be<br>achieved) | Evidence<br>to Support Your Rating |
|-----------------------|-----------------------------------|---|-----------------------------------|------------------------------------|
| Solution 1 (describe) |                                   |   |                                   |                                    |
| Solution 2 (describe) |                                   |   |                                   |                                    |
| Solution 3 (describe) |                                   |   |                                   |                                    |

0 = not at all; 1 = limited; 2 = somewhat; 3 = highly



**Scoring Criteria: Evaluating Action**

| Rating chart must offer relevant and convincing evidence for each of the identified criteria. |  |
|---|--|
| The student . . .   |  |
| <b>5</b><br><b>Excellent</b>  | <ul style="list-style-type: none"> <li>identifies clearly alternative solutions</li> <li>offers several relevant and important pieces of evidence</li> <li>provides evidence that strongly supports the rating provided</li> </ul>   |
| <b>4</b><br><b>Proficient</b>   | <ul style="list-style-type: none"> <li>identifies most of the possible alternative solutions</li> <li>offers evidence that is clear and competent</li> <li>provides evidence that mostly supports the rating provided</li> </ul>   |
| <b>3</b><br><b>Satisfactory</b>   | <ul style="list-style-type: none"> <li>identifies some alternative solutions</li> <li>offers evidence that is straightforward, conventional, and generally clear</li> <li>provides evidence that supports the rating to some extent, but is not always convincing</li> </ul> |
| <b>2</b><br><b>Limited</b>  | <ul style="list-style-type: none"> <li>identifies few realistic solutions</li> <li>offers evidence that is incomplete or lacks depth</li> <li>provides little evidence to support the rating</li> </ul>  |
| <b>1</b><br><b>Poor</b>   | <ul style="list-style-type: none"> <li>identifies no realistic solutions</li> <li>offers little relevant evidence for each factor, or evidence is disjointed, vague, or inaccurate</li> <li>provides evidence that does not support the rating</li> </ul>                    |
| <b>Score:</b><br><br>____ /5  | <b>Comments:</b>   |

**Module 1: Section 2 Challenge****Citizenship in Action****Part 1**

- **Identify an Issue (Journal Activity from Lesson 3):** Identify a global issue where local action might create positive change.
- **Identify the Challenge (Assignment from Lesson 3):** Using your research skills, find out more about the issue and take some notes.
- **Local Opportunities (Assignment from Lesson 3):** Evaluate the roles of individuals, organizations, corporations, and government in finding solutions. Remember that in a global village, everyone has a role to play. Who has the power to make change? What kinds of action could be taken? Identify someone to whom you can address your concerns.

|                           | Rate the Power to Make Change (0 to 3) | Reasons to Support Your Rating |
|---------------------------|--|--------------------------------|
| Individuals (name)        |  |                                |
| Local Retailer            |  |                                |
| Local Organization        |  |                                |
| Local Government Official |  |                                |
| Provincial Official       |  |                                |
| Federal Official          |  |                                |
| Corporate Representative  |  |                                |

0 = no responsibility; 1 = limited responsibility; 2 = somewhat responsible; 3 = highly responsible



**Scoring Criteria: Assessing the Rating**

|                           | Rating chart must offer relevant and convincing evidence for each of the identified criteria.   |
|---------------------------|---|
|                           | The student . . .   |
| <b>5<br/>Excellent</b>    | <ul style="list-style-type: none"> <li>identifies clearly alternative solutions</li> <li>offers several relevant and important pieces of evidence</li> <li>provides evidence that strongly supports the rating provided</li> </ul>  |
| <b>4<br/>Proficient</b>   | <ul style="list-style-type: none"> <li>identifies most of the possible alternative solutions</li> <li>offers evidence that is clear and competent</li> <li>provides evidence that mostly supports the rating provided</li> </ul>  |
| <b>3<br/>Satisfactory</b> | <ul style="list-style-type: none"> <li>identifies some alternative solutions</li> <li>offers evidence that is straightforward, conventional, and generally clear</li> <li>provides evidence that supports the rating to some extent but is not always convincing</li> </ul> |
| <b>2<br/>Limited</b>      | <ul style="list-style-type: none"> <li>identifies few realistic solutions</li> <li>offers evidence that is incomplete or lacks depth</li> <li>provides little evidence to support the rating</li> </ul>   |
| <b>1<br/>Poor</b>         | <ul style="list-style-type: none"> <li>identifies no realistic solutions</li> <li>offers little relevant evidence for each factor, or evidence is disjointed, vague, or inaccurate</li> <li>provides evidence that does not support the rating</li> </ul>                   |
| <b>Score:</b>             | <b>Comments:</b>  |
| <b>/5</b>                 |   |

**Evaluating Action (Assignment from Lesson 3):** Rate the value of possible solutions in terms of **effectiveness**, **efficiency**, and **practicality**. Provide supporting evidence. After evaluating at least two possible strategies, recommend action.

|                                  | Effective<br>(leads to<br>change) | Efficient<br>(strong benefits for<br>effort required) | Practical<br>(can be achieved) | Evidence<br>to Support Your<br>Rating |
|----------------------------------|-----------------------------------|---|--------------------------------|---------------------------------------|
| <b>Solution 1<br/>(describe)</b> |                                   |   |                                |                                       |
| <b>Solution 2<br/>(describe)</b> |                                   |   |                                |                                       |
| <b>Solution 3<br/>(describe)</b> |                                   |   |                                |                                       |

0 = not at all; 1 = limited; 2 = somewhat; 3 = highly



**Scoring Criteria: Evaluating Action**

|                            | Rating chart must offer relevant and convincing evidence for each of the identified criteria.   |
|----------------------------|---|
|                            | The student . . .   |
| <b>5<br/>Excellent</b>     | <ul style="list-style-type: none"> <li>identifies clearly alternative solutions</li> <li>offers several relevant and important pieces of evidence</li> <li>provides evidence that strongly supports the rating provided</li> </ul>  |
| <b>4<br/>Proficient</b>    | <ul style="list-style-type: none"> <li>identifies most of the possible alternative solutions</li> <li>offers evidence that is clear and competent</li> <li>provides evidence that mostly supports the rating provided</li> </ul>  |
| <b>3<br/>Satisfactory</b>  | <ul style="list-style-type: none"> <li>identifies some alternative solutions</li> <li>offers evidence that is straightforward, conventional, and generally clear</li> <li>provides evidence that supports the rating to some extent but is not always convincing</li> </ul> |
| <b>2<br/>Limited</b>       | <ul style="list-style-type: none"> <li>identifies few realistic solutions</li> <li>offers evidence that is incomplete or lacks depth</li> <li>provides little evidence to support the rating</li> </ul>   |
| <b>1<br/>Poor</b>          | <ul style="list-style-type: none"> <li>identifies no realistic solutions</li> <li>offers little relevant evidence for each factor, or evidence is disjointed, vague, or inaccurate</li> <li>provides evidence that does not support the rating</li> </ul>                   |
| <b>Score:</b><br><b>15</b> | <b>Comments:</b>  |

**Part 2**

After evaluating at least two possible strategies, recommend action. Using what you have learned, write a letter to the person you identified in Part 1.

- In the first paragraph you should state clearly who you are and why you are writing.
- In the second paragraph you should further explain the global issue and its local consequences.
- In the third paragraph you should explain the action you are suggesting and its potential benefit, both locally and globally.
- In the fourth and final paragraph you should thank the person for his or her consideration.

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**There is more room for your response on the following page.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



**Scoring Criteria: Assessing the Letter**

|                                  | <b>Accesses and Retrieves Information</b>  | <b>Analyzes Issues</b>  | <b>Supports Viewpoint</b>   | <b>Presentation</b>  |
|----------------------------------|--|---|---|--|
| <b>5</b><br><b>Excellent</b>     | <ul style="list-style-type: none"> <li>• accesses and retrieves pertinent background information on the issue</li> <li>• demonstrates thorough research</li> </ul>   | <ul style="list-style-type: none"> <li>• provides a critical analysis</li> </ul>    | <ul style="list-style-type: none"> <li>• provides credible supporting information that is linked convincingly to the viewpoint</li> </ul>           | <ul style="list-style-type: none"> <li>• communicates opinion in a compelling and engaging manner, generally free of errors</li> </ul>             |
| <b>4</b><br><b>Proficient</b>    | <ul style="list-style-type: none"> <li>• accesses and retrieves detailed background information on the issue</li> <li>• demonstrates sound research</li> </ul>       | <ul style="list-style-type: none"> <li>• provides a thoughtful analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• provides accurate supporting information that is linked logically to the viewpoint</li> </ul>              | <ul style="list-style-type: none"> <li>• communicates opinion in a persuasive and effective manner, generally free of errors</li> </ul>            |
| <b>3</b><br><b>Satisfactory</b>  | <ul style="list-style-type: none"> <li>• accesses and retrieves general background information on the issue</li> <li>• demonstrates appropriate research</li> </ul>  | <ul style="list-style-type: none"> <li>• provides a basic analysis</li> </ul>       | <ul style="list-style-type: none"> <li>• provides reasonable supporting information that is linked arguably to the viewpoint</li> </ul>             | <ul style="list-style-type: none"> <li>• communicates opinion in a straightforward and plausible manner, with few errors</li> </ul>                |
| <b>2</b><br><b>Limited</b>       | <ul style="list-style-type: none"> <li>• accesses and retrieves partial background information on the issue</li> <li>• demonstrates minimal research</li> </ul>      | <ul style="list-style-type: none"> <li>• provides a superficial analysis</li> </ul> | <ul style="list-style-type: none"> <li>• provides inaccurate or irrelevant supporting information that is linked weakly to the viewpoint</li> </ul> | <ul style="list-style-type: none"> <li>• communicates opinion in a simplistic manner, with numerous errors</li> </ul>                              |
| <b>1</b><br><b>Poor</b>          | <ul style="list-style-type: none"> <li>• accesses and retrieves partial background information on the issue</li> <li>• demonstrates little or no research</li> </ul> | <ul style="list-style-type: none"> <li>• provides little or no analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• provides little supporting information for the viewpoint</li> </ul>  | <ul style="list-style-type: none"> <li>• communicates opinion in a confused and disjointed manner with errors that impede understanding</li> </ul> |
| <b>Scores:</b>                   | /5   | /5  | /5  | /5   |
| <b>Total Score:</b><br>____ / 20 | <b>Comments:</b>   |   |   |  |

Module 1: Challenge to Take Action

Step 1: (Check or highlight one.) I want to get involved in

☐ finding out more about    ☐ engaging in    ☐ acting on

the following issues about global human rights:

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Step 2: This issue is important to me because

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This issue is important to my community because

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This issue is important to Canada today because

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**Step 3:** Some possible actions that I could take to address this issue include the following.

- **Informing myself by . . .**

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**Activity:** List two or more possible actions to inform yourself.

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**Possible Benefits of Completing This Activity to Engage with Others or the Issue**

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• **Taking action by**

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**Activity:** List two or more possible actions to take.

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**Possible Benefits of Completing This Activity to Take Action**

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**Step 4:** My plan of action is (explain in a paragraph)

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**Step 5:** What I did was . . .

Present your action in written format on this page, or create a multimedia presentation or a website.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Scoring Criteria: Challenge to Take Action

|                   | Exploration and Analysis<br>(×2)  | Explanation of Plan of Action<br>(×2)   | Quality of Presentation  |
|-------------------|---|---|--|
| 5<br>Excellent    | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• presents a course of action based on <b>convincing</b> arguments demonstrating a <b>perceptive</b> understanding of social studies knowledge</li> <li>• shows a <b>mature global consciousness</b> with respect to humanity and world issues</li> </ul> | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• presents a course of action based on <b>convincing</b> arguments demonstrating a <b>perceptive</b> understanding of social studies knowledge</li> <li>• shows a <b>mature global consciousness</b> with respect to humanity and world issues</li> </ul>                       | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• communicates in a <b>fluent, creative, and highly convincing manner</b></li> </ul> |
| 4<br>Proficient   | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• demonstrates a <b>thoughtful understanding</b> of the issue</li> <li>• displays a <b>clear understanding</b> of other perspectives</li> <li>• provides <b>purposeful options</b> that demonstrate citizenship</li> </ul>                                | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• presents a <b>course of action</b> based on <b>appropriate arguments</b>, demonstrating a <b>clear understanding</b> of social studies knowledge</li> <li>• shows an <b>appropriate global consciousness</b> with respect to humanity and world issues</li> </ul>             | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• communicates in a <b>clear, structured, and credible manner</b></li> </ul>         |
| 3<br>Satisfactory | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• demonstrates an <b>adequate understanding</b> of the issue</li> <li>• displays a <b>sufficient consideration</b> of other perspectives</li> <li>• provides <b>realistic options</b> that demonstrate citizenship</li> </ul>                             | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• presents a <b>course of action</b> based on <b>relevant arguments</b>, demonstrating an <b>acceptable understanding</b> of social studies knowledge</li> <li>• shows a <b>developing global consciousness</b> with respect to humanity and world issues</li> </ul>            | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• communicates in a <b>generally clear, matter-of-fact manner</b></li> </ul>         |
| 2<br>Limited      | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• demonstrates a <b>simplistic or confused understanding</b> of the issue</li> <li>• displays <b>little consideration</b> of other perspectives</li> <li>• provides <b>unrealistic or unrelated options</b> that demonstrate citizenship</li> </ul>       | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• presents a <b>course of action</b> based on <b>superficial or questionable arguments</b>, demonstrating a <b>confused understanding</b> of social studies knowledge</li> <li>• shows <b>minimal global consciousness</b> with respect to humanity and world issues</li> </ul> | <p>The student . . .</p> <ul style="list-style-type: none"> <li>• communicates in an <b>unconvincing, confused, or ineffective manner</b></li> </ul> |
|                   | (10 marks)  | (10 marks)  | (5 marks)  |